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ABSTRACT

Developed for members of the community, this implementation mode is intended to be a stimulus to assist educators with the infusion of career education activities and goals into classroom subject areas. Uses for the booklet are suggested. It begins with a matrix showing the goals of career education. An explanation follows of the seven goals (self-awareness, educational awareness, career awareness, economic awareness, decision making, skills and competencies, and attitudes and appreciations), objectives, and expected outcomes. A discussion and checklist regarding the involvement of the business-labor-industry community in career education are provided. The next section focuses on involving the home and family structure, and contains a guide with practical, career-related activities for parents to use with their children. The activities are grouped by the seven goals of career education and indicate suggested age/grade levels. A reference list is also provided. The booklet ends with a checklist for the home and family to evaluate involvement in a child's career development. (YLB)

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COMMUNITY

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BULLETIN 1980
No. 39

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CAREER EDUCATION

IMPLEMENTATION MODE

FOR

THE COMMUNITY

State of Alabama
Instructional Services Division
Career Education Unit
Montgomery, Alabama 36130

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CREDITS

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SUGGESTED USES FOR THIS BOOKLET

1. Handouts for PTA's, school displays, conference days, etc.

2. Selected items for use in school district-tailored or school-tailored brochure

3. Basis for topics of discussion at parent workshops

4. Topics for teacher inservice on how to work with parents

5. For addenda to school newsletters, etc., where there is room for only one suggestion at a time, etc.

6. Enclosure with beginning of year welcome letter or end of year school report

7. For counselor distribution to parents seeking help with their children

8. Material display near school office, entrance

9. To make available to civic groups, e.g. women's clubs, family life groups, churches, and other voluntary organizations

10. To make available to professional and governmental offices—doctors, public service agencies, etc.

11. For possible use as the basis of one or more newspaper educational columns

INTRODUCTION

This implementation mode has been developed for the community, not as a complete, comprehensive career education package, but rather as a foundation or beginning point. Hopefully, this mode will provide a stimulus for members of the community to assist educators with the infusion of career education activities and goals into classroom subject areas. The activities, ideas, and concepts presented in this publication are by no means an "end product" of career education activities developed in Alabama; they are a beginning, to be used as a "launching pad" to more and better classroom/career education objectives, activities, and resources.

It is intended that this implementation mode will serve as a conceptual framework for infusing the career education philosophy of the State Department of Education into every instructional area of the state educational system. The State Department of Education has made the following statements of philosophy on Career Education:

"Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominately technical, specialized society.

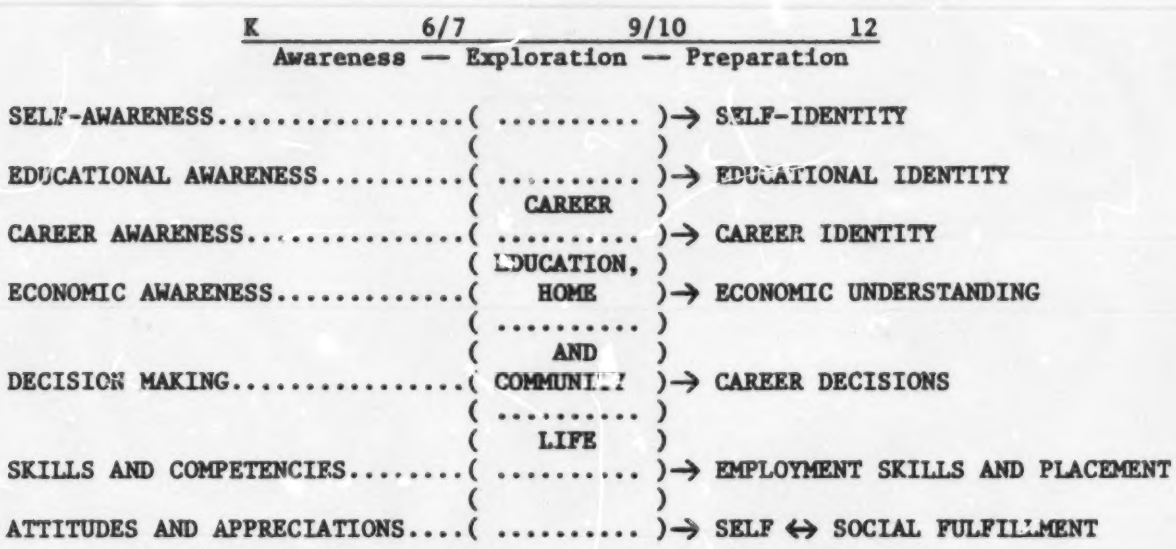
Career education should begin in grade one or earlier and continue throughout the productive life of the individual.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and is programmed to provide for the development of an awareness of self and the world of work in elementary students, exploratory experiences for junior high students, and for senior high students, knowledge and skills necessary to pursue further education or to become employed.

Career education is not conceived to replace or to be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to an individual through reconstructing and refocusing concepts around a career development theme."

In order to reinforce and implement this philosophy, the goals of career education are shown in the following matrix:

GOALS OF CAREER EDUCATION



This structure provides a comprehensive, sequential, and integrated approach to career education designed to assist students to make career decisions based on a broad understanding of career possibilities and requirements and an assessment of the students' own interests, aptitudes, values, and goals. The structure provides for a conceptual change in the existing curriculum rather than the addition of new courses. It meshes the academic subject matter ("knowing" cognitive domain, skills and competencies ("doing" psycho-motor domain), and self understanding and decision-making ("feeling" affective domain). The structure identifies career education goals in three stages or phases beginning in the early grades with career awareness, progresses through exploration of career possibilities, and finally moves into decision-making and planning for preparation for further education, employment, job proficiency, and career advancement. An explanation of the goals, objectives, and expected outcomes follows:

Goal	Objective	Expected Outcomes
SELF-AWARENESS The student acquires a knowledge of himself/herself, what he/she is, and hopes to become.	To help students develop positive feelings about themselves, and to recognize and accept their feelings, their achievements, and their interests.	SELF-IDENTITY The student knows himself/herself and has developed a personal value system.
EDUCATIONAL AWARENESS The student recognizes the need for specific education for career roles.	To help students to become acquainted with the array of educational opportunities which will become	EDUCATIONAL IDENTITY The student develops ability to select educational avenues for pursuit of career goals.

Goal	Objective	Expected Outcomes
EDUCATIONAL AWARENESS (Continued)	available to them as they progress through school, the nature of these opportunities, and the implications in these opportunities; to help students perceive the relationship between education, life roles, and life styles.	EDUCATIONAL IDENTITY (Continued)
CAREER AWARENESS The student acquires a knowledge of a broad range of careers and how each serves the individual students, the community, and society.	To help students become acquainted with a variety of occupations and careers, the various personal meanings of work, and patterns different people follow in developing careers.	CAREER IDENTITY The individual has selected a role or roles within the world of work.
ECONOMIC AWARENESS The student is able to perceive processes in production, distribution, and consumption relative to his/her economic environment.	To help students become acquainted with the basic economic system and the social and economic changes which are occurring in the world, and the possible implications of these changes for their careers.	ECONOMIC UNDERSTANDING The student can solve personal and social problems in an economic environment.
DECISION-MAKING The student is able to use information in determining alternatives and reaching decisions.	To help students understand the value and processes of rational decision-making, and through practice to develop a "sense of urgency"—the confidence that what they decide or plan can indeed have an effect upon what happens to them.	CAREER DECISIONS The student has developed plans for immediate, intermediate, and long range career development.
SKILLS AND COMPETENCIES The student acquires and develops skills and competencies which are viewed as the ways in which man extends his/her behavior; and develops social and communications skills	To assist students in the selection of and entry into appropriate educational programs and to help them evaluate continuously their progress in developing salable competencies and skills.	EMPLOYMENT SKILLS AND PLACEMENT The students are competent in performance of skills necessary for job placement, and/or further education, and basic life roles.

Goal	Objective	Expected Outcomes
SKILLS AND COMPETENCIES appropriate to career placement and adjustment.	(Continued)	EMPLOYMENT SKILLS AND PLACEMENT (Continued)
ATTITUDES AND APPRECIATIONS The student develops a value system toward his/her own career choice and that of others, and develops appropriate feelings toward oneself and others.	To assist students in their career development so that they are able to anticipate changes in themselves and their environment and will be able to continue to plan and carry out personally satisfying and productive pursuits throughout their lives.	SELF-SOCIAL FULFILLMENT The student has developed an appreciation of his/her own role and roles of others.

Any of the following career education publications may be obtained through the Career Education Office, Division of Instruction, State Department of Education, Montgomery, Alabama.

The Career Education Addendum to the State Courses of Study
The Career Guidance Handbook
Career Education Curriculum Model for Grades K-4
Career Education Curriculum Model for Grades 5-8
Career Education Curriculum Model for Grades 9-12
Career Education Implementation Mode for Classroom Teachers
Career Education Implementation Mode for Counselors
Career Education Implementation Mode for Administrators
Career Education Implementation Mode for Postsecondary Institutions
Alabama Career Education State Plan

INVOLVING THE BUSINESS-LABOR-INDUSTRY COMMUNITY

Without the active involvement of both the business-labor-industry community and the home and family structure, career education cannot succeed.

The increasing rate of technological change requires our work force to be better equipped. Needed is a combination of knowledge and attitudinal skills which will help them change with change and specific job skills that will enable them to enter the labor market. It is equally clear that our current system of formal education - from elementary school through the college levels - must change to include competencies that will effectively equip students with both kinds of skills. To make these changes, it is necessary for industry and education to collaborate.

Collaboration implies responsibilities to be assumed by non-educators as well as by educators in implementing career education. It is essential that persons, agencies, and organizations outside the structure of formal education share the credit wherever career education succeeds and also share the blame if career education implementation efforts fail in any given community.

Three distinct community segments are vital to collaboration in career education: business/labor/industry/professional/government community; community agencies and organizations; and home/family structure. Business/labor/industry/professional/government community assumes responsibility for participating in in-service education aimed at helping educators better understand the world of paid employment outside of education; serves as resource persons in classrooms; makes work sites available for career awareness, career exploration, and for work experience opportunities for students; and participates in career education policy formulation. This community segment may be able to best answer questions such as:

1. What should students know about the free enterprise system? About the organized labor movement in the United States? About how to apply for and actually obtain employment?

2. What personnel and physical resources exist in the community for use in career education? How, and under what conditions, can educators contact and utilize these resources? How can the maximum number and variety of community resources be made available for use?

3. Under what circumstances should student work experience opportunities be provided? Should work experience be paid or unpaid? Should the prime purpose of work experience be exploration for the student or productivity for the employer? Or some combination of the two?

4. How should resource persons from the community who come into classrooms be evaluated? To whom should such evaluations be reported? Who is to evaluate field trip experiences? To whom should those evaluations be reported?

A second important community segment vital to career education collaborative effort consists of the wide variety of existing community agencies and organizations found in almost every community. Examples of such agencies and organizations include:

- Chamber of Commerce
- Local service clubs (Rotary, Lions, Kiwanis, etc.)
- American Legion and Legion Auxiliary
- Exploring Program, Scouting, USA
- Girl Scouts of America
- Junior Achievement
- Local labor union councils
- Local apprenticeship councils
- Local CETA operations
- Local Council of Churches
- YWCA
- YMCA
- National Alliance of Businessmen
- Women's American ORT
- Council of Business and Professional Women's Clubs
- Grange
- National Urban Coalition
- National Association for the Advancement of Colored People
- National Organization for Women

The above list is intended to be inclusive, not exclusive. Organizations such as these have been engaged in career education activities.

The third important community segment required for an effective collaborative career education effort is the home/family structure. All phases of career education--career awareness, career exploration, developing good work habits and personally meaningful sets of work values, reduction of stereotyping, or career planning and decision making--should be considered responsibilities for parents. Many youth continue to be hampered in their career development because of the lack of career information and/or the negative impressions of work and the occupational society that they receive from their parents. Many pupils enter the elementary school already strongly biased in occupational stereotypes regarding race, sex, and physical handicaps.

Collaboration plus cooperation is the answer for effective implementation of career education.

CHECKLIST FOR THE
BUSINESS-LABOR-INDUSTRY COMMUNITY

Name _____ Title _____

Name of Group _____ Date _____

DIRECTIONS: Fill in the above information and respond to the questions below.

1. At what level do you represent your group? _____ (1) State level
_____ (2) Local level.

2. Please indicate what kind of group you represent:

_____ (1) Government Agency
_____ (2) Educational Association
_____ (3) Special Support Group
_____ (4) Civic/Service/Group
_____ (5) Occupational Group

3. In which of the following ways did you personally contribute to career education in your state/local community?

_____ (1) Arranged field trip(s)
_____ (2) Made myself available as a resource person (to a group or for one to one discussions)
_____ (3) Provided sites for paid or unpaid work experience for students/faculty
_____ (4) Served on State/Local Advisory Committee for Career Education
_____ (5) Provided information about careers related to my group/agency on request
_____ (6) Initiated contact with schools to inform them of possible contributions to career education
_____ (7) Not applicable, I did not make any contributions to career education
_____ (8) Other: _____

4. In which of the following ways did your group/agency contribute to career education in the state/local community?

_____ (1) Arranged field trips
_____ (2) Made resource persons available
_____ (3) Provided sites for paid or unpaid work experience for students/faculty
_____ (4) Designated a person to serve on the State/Local Advisory Committee for Career Education
_____ (5) Provided information about careers related to my group/agency on request
_____ (6) Initiated contact with schools to inform them of possible contributions to career education
_____ (7) Not applicable, my group did not make any contributions to career education
_____ (8) Other: _____

5. Which of the following broad areas of career education did your personal contribution to career education address most directly?

_____ (1) Self awareness - helping persons discover their interests, aptitudes, needs, and values
_____ (2) Information about our economic system and the world of work in general
_____ (3) Career awareness - specific information about careers in your particular group
_____ (4) Career decision-making
_____ (5) Career planning
_____ (6) Job placement
_____ (7) Changing careers
_____ (8) Not applicable - I did not make any contributions to career education
_____ (9) Other: _____

6. In your opinion what was the effectiveness of your personal contribution to career education? (In terms of your response to item #5)

_____ (1) Effective to a very high degree
_____ (2) Very effective
_____ (3) Moderately effective
_____ (4) Of little effectiveness
_____ (5) Not effective
_____ (6) Not applicable - I did not make any personal contributions to career education

DIRECTIONS: Circle the number of the response in the right hand column which indicates your degree of agreement with the following statements about career education.

If you Strongly Disagree with a statement, circle 1.
If you Disagree with a statement, circle 2.
If you are Undecided about a statement, circle 3.
If you Agree with a statement, circle 4.
If you Strongly Agree with a statement, circle 5.

Opinions about Career Education	SD 1	D 2	U 3	A 4	SA 5
. In our community, career education:					
7. helps individuals learn about our economic system.	1	2	3	4	5
8. helps individuals develop interpersonal skills to get along with others at home, school, and work.	1	2	3	4	5
9. provides opportunities for individuals to become aware of current and future trends in the job market.	1	2	3	4	5

Opinions about Career Education	SD 1	D 2	U 3	A 4	SA 5
10. helps individuals become aware of how career choices can effect their lifestyle.	1	2	3	4	5
11. helps individuals explore their interests, aptitudes, needs, and values as an aid to career planning.	1	2	3	4	5
12. helps individuals develop positive attitudes toward school and work.	1	2	3	4	5
13. shows practical applications of school subjects in the world of work.	1	2	3	4	5
14. is a well-planned, comprehensive program reaching all individuals.	1	2	3	4	5
15. has full school board and community support.	1	2	3	4	5
16. is a valuable part of education that should have our continued (time and money) support.	1	2	3	4	5
17. helps students prepare for careers by acquiring necessary skills.	1	2	3	4	5
18. helps students with their career planning.	1	2	3	4	5

INVOLVING THE HOME AND FAMILY STRUCTURE

This section was developed because of a recognized need for a guide containing practical, career-related activities for parents to use with their children. The seven major sub-topics considered important by career educators are used to group the information: (1) career awareness, (2) attitudes and appreciations, (3) self awareness, (4) decision making, (5) economic awareness, (6) educational awareness, and (7) skills and competencies. Within each section are statements on career education followed by suggested activities for enhancing a child's career development. The statements and suggested activities are representative of those contained in the professional literature on career education and career development. Although each item is placed in only one of seven categories, most contribute to two or more of them. The placement was arbitrary because of space limitations and to avoid repetition.

The importance of the role of the parent as educator is generally accepted as noted by the following quotes from educational literature:

> "Few would doubt that parents exercise the greatest single influence upon educational and career choices of their children. Yet, though most parents are aware of their responsibilities to their children they have little concept of how they can aid in their children's career development."[4]

> "The home environment is the foundation for the development of fundamental values, attitudes, and skills which are the central factors of career success. The influence of the school and society on the child is infinitesimal in comparison to the home influence during the first five to eight years of life. If a child has had an unfortunate beginning, he can have attitudes altered; but this is a process that could take a lifetime."[4]

> "Educating for vocational development will never be the exclusive job of any one person or agency. Each of us must share the responsibility, and the part played by the parent may be the most important of all."[6]

> "Until and unless parents become partners in career education, the school system's efforts are unlikely to be very successful."[3]

> "(I)ts (home) influence far outweighs that of the school."[9]

The authors who are parents and educators recommend these suggestions to parents. They believe, as do many other professional educators, that parents are significant potential career education resources and teachers of their children. Furthermore, they share the conviction that each parent can become more effective in his/her role. Therefore, the suggestions provided in this guide are designed to inform, stimulate thought, and encourage parents to seek to become more effective resources for and teachers of their children.

One final word--career education is a joint effort: home, school, community-at-large. Parents inspired by this booklet are encouraged further to talk with principals, counselors, teachers, and other school personnel involved in career education to learn about other ways in which they can join efforts and, thereby, make their own unique contributions to the career education activities of the school.

CAREER AWARENESS*

1. During the pretend or make believe stage of career exploration (birth to age fourteen), a child sees himself/herself as various workers, believing that he/she can become whatever is desired. The fantasy jobs are a means for increasing a child's awareness of a variety of occupations and related jobs.

I** a. Encourage your child to explore the environment by talking with him/her about jobs he/she shows interest in and those actually done.

I b. Answer your child's questions and arouse his/her curiosity. If you don't know the answer, say "let's find out."

PIM c. Encourage and guide your child in "job play."

2. Children possess a natural curiosity for learning about the jobs of others.

I a. Encourage this curiosity by showing your child things you make and ways in which you make them. [Bring things home from your work for your child (drawings, products, etc.)] Discuss how the things you make are used by others on their job.

IM b. Take your child to work with you and to other places where things of interest to them are being manufactured, assembled, fabricated, or distributed.

3. People work for different purposes: pay, service to others, and hobby or leisure-time activities with career possibilities.

IM a. Point out to your child the volunteer workers (hospital, school, civic groups) you encounter; service persons (repair, maintenance, etc.), public servants, and others who work for pay; and neighbors and relatives who grow vegetables or flowers or make items for pleasure (possibly for profit as well.)

I b. Discuss each group of workers noted above and encourage your child to talk with people working in these fields.

4. Many career fields previously closed to either men or women are now open or opening for both.

**Age/grade level suggested for each activity was based on the recommendation of participants of the parent workshop on career education. Symbols used are: P-Primery; I-Intermediate; M-Middle/Junior High.

I a. Identify and discuss new opportunities and changes in occupational areas, such as women in management and male nurses. Compare with the "old days," especially if a grandparent lives in the home or nearby.

IM b. Discuss occupations of an unusual nature held by relatives, friends, and neighbors, e.g. men who sew (tailors) and cook (chefs) and women as construction workers, ministers, lawyers, and politicians.

5. Play and work are complementary activities.

I a. Encourage your child to develop hobbies of interest, assisting him/her when requested. Place your child in contact with others, particularly relatives, neighbors, and close friends who have hobbies. Other good sources for learning about hobbies are: girls' or boys' clubs, and scouts.

IM b. Look for natural opportunities to expose your child to ways in which people turn interests and hobbies into profitable jobs. Discuss how work can be "play" to those who are interested in and enjoy their "work."

I Let children see you working with hobbies, such as art, ceramics, or wood carvings, which can be sold or given as gifts. Relate these activities to the work of other people. For example, if your play is ceramics, take your child to a ceramics shop to compare their work with yours.

6. A child's knowledge of a wide number and variety of occupational and educational choices is important in facilitating growth toward his/her career maturity.

IM a. Encourage your older child to work as a volunteer, hold part-time jobs, or to observe other persons working as a means for gaining knowledge about careers. Volunteer and part-time community work opportunities are numerous, including such jobs as school patrols, money-raising for school or club, candy stripers, yardwork, and childcare.

PIM b. Seek out information about and examples of hands-on* opportunities for learning in areas of interest to your child. Encourage and reassure him/her at appropriate times. Let your child examine and use tools of various trades and professions. (Some schools have kits with tools used in different occupations. Many tools can be rented from businesses. Some libraries or other agencies have tools which may be borrowed.)

PI c. Arrange for your child to meet with people working in areas of his/her interest. Also expose him/her to other areas where interests could develop in order to expand both awareness and interest.

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*Hands-on. Involves touching, manipulating, utilizing, physical action, doing with concrete objects.

7. There is a wealth of variety in the world of work.

PI a. Help your child see examples of and discuss with him/her the fact that some jobs are primarily with people, others with data, and, still others, with things. Emphasize the importance of and dependence on all of these types of jobs. Assist him/her by providing experiences with and information about jobs in each of these categories. Seek the assistance of persons such as occupational specialists and guidance counselors.

PIM b. Through visits, readings, discussions, etc., assist your child in understanding that finding an occupation suited to one's temperament is important for career satisfaction. For example, there are jobs with the following characteristics: variety/change, individual work, team work, risk-taking, requiring performance under stress, repetition. Since these exist within nearly any occupational cluster of interest to the child, they are important considerations in the career development process. Point out these characteristics in discussions of jobs with your child. Encourage him/her to think about these kinds of considerations.

*Career Awareness (CA) refers to the understanding of the characteristics of the World of Work that determine one's life career decisions.

CA includes the following abilities:

—to understand the variety and complexity of careers in the World of Work

—to identify the characteristics of the preparations for various careers

—to understand that "career" involves progressive stages of preparation

—to understand the relationship of one's career to one's lifestyle

The outcome of career awareness is career identity.

ATTITUDES AND APPRECIATIONS*

1. The home has a significant influence on a child's occupational attitudes and appreciations, including an awareness of the necessity and importance of work as a productive contribution both to individuals and society.

PIM a. Give your child work responsibilities at home as a means for helping him/her to understand how these efforts contribute to the family's welfare. As your child successfully performs in one task, he/she will be encouraged to find success in others as well. Typical examples of home tasks are: making beds; washing dishes; keeping own room straightened; helping with pets--feeding, health care, training; and complete lawn care--mowing, trimming, fertilizing, watering, etc.

P b. Have family share times when each person has the opportunity to discuss the home as a workplace. Examples of appropriate topics include:

P M (1) Are the family jobs distributed fairly, considering available time, ability, and interests?

P M (2) What is each person's best contribution to the family and in what ways could his/her influence be even greater?

P (3) How can performance standards be raised in regard to some (or all) of the jobs?

PI c. If you serve as a model for your child by volunteering service for organizations related to your child's world (school, scouts, church, ball team, etc.), he/she can see how you are finding satisfaction in making a productive contribution to these.

2. By your own actions, you teach your child attitudes and behaviors concerning achievement and task orientation. These actions can either help or hinder your child in his/her career development.

IM a. Talk with your child about your accomplishments in on-the-job activities and/or hobbies or other leisure-time pursuits. Discuss the promotions received, as well as the times you failed to advance by not giving your best effort. Show him/her how you personally contributed to the improvement of a business product, process, or surroundings. Bring home awards, or better, take him/her to a banquet or other meeting (business, club, union or other organization) where you are honored for your achievement. Discuss newspaper clippings in your scrapbook or take your child to see the awards room or area at work, club, or other organization.

PIM b. Let the child see you making lists of things to be done during your leisure time at home and on the job. Work with him/her to develop concern for knowing what should be done, e.g. school assignments, home chores, leisure activities, cultural pursuits, and religious responsibilities of the day/week. However, realize that each child is different. Also, avoid the trap of overplanning the child's "free time."

Evaluate from time to time to assess programs, need for improvement; give constructive criticisms and emphasize positive aspects of your child's behavior.

3. With wider career options now available to both men and women, particularly those members of minority groups, it is important that a child understand and appreciate the productive contributions of all people, regardless of the job or previous prejudices held toward certain groups of persons.

IM a. Discuss with your child the workers you see both holding traditional jobs, as well as newly opened ones. For example, note the successful performance of women as school principals, doctors, and store managers; men as nurses and telephone operators; blacks and other minorities as retail workers and law officers.

b. Watch for articles, programs, and other means for expanding your child's information about and appreciation for newly opening occupations for both men and women.

*Attitudes and Appreciations (AA) refers to one's feelings towards the social and economic environment in relation to one's life roles.

The outcome of attitudes and appreciations is <u>self-social fulfillment</u>.

SELF AWARENESS*

1. The self-concept of a child is formed by his/her interactions with others and their responses to his/her actions. Educational achievement and occupational choice are strongly influenced by the child's self-concept.

PIM a. Because your child will usually act according to your expectations, you can affect his/her self-appraisal and subsequent behavior by changing your own expectations. For example, identify areas where you know improvement is possible. Discuss these with your child. By way of illustration, instead of the usual "I knew you would leave a mess; you always do," change to "I am expecting you to clean up after you finish (throw away, sweep, put away)." Think of other ways in which you respond negatively to your child and change your expectations as well as what you say.

PIM b. Be sensitive to and accepting to the changing and temporary nature of both your child's self-image and his/her identification with a future occupation. Take pride in his/her aspirations and performance, however small. However, do not be hesitant to try to identify higher goals if you believe them to be appropriate.

2. Since self-expression and self-understanding are essential to career development, your child should be permitted to discover and explore his/her potentialities and emotional resources as a means for better understanding of self.

I a. Encourage your child to express human emotions toward other family members and acquaintances—laugh, cry, show anger, gratitude, etc. However, if you feel a particular expression is inappropriate in a situation, say so tactfully, suggesting a more suitable behavior. Also, talk with your child and/or observe him/her closely to understand "why" the behavior occurred. Your own behavior may need to be changed if you wish a change in that of your child's.

I b. Likewise, accept and be supportive if your child tends to be less demonstrative, more thinking, more introvertive. Remember that he or she may be a reflection of you or your spouse. The development of both types and combinations of each are essential for successful life and work. Discuss this with your child and attempt to serve as an example yourself.

3. Acceptance of your child as unique is vital to the development of self awareness and, ultimately, self-identity.

I a. Tell your child, both in words and by your actions, that his/her interests, aptitudes, and wishes are respected but not always accepted, even though they may vary somewhat from your own.

IM b. Talk with your child often about how you were different from and similar to your parents, brothers and/or sisters, and other relatives. Encourage self appraisal through asking questions such as: Do I like to do things alone more than with other people? Do I like to work with ideas more than with things? Think of and do other types of activities in which your child can gain self-understanding.

4. Finding satisfaction in both leisure-time and on-the-job activities is very important to the career development of the child.

PIM a. By being a model yourself, as well as using examples of familiar people, teach your child that people are most happy when doing the things they both like and are able to do best. Whenever possible, encourage your child to talk with and observe other persons outside the home as a means for discovery of this principle.

PIM b. Encourage satisfaction by rewarding with praise and in other ways the completion of a job well-done, however small. Show pleasure in your child's taking pride in a job task. Also, express pleasure with your own success at home and on the job.

5. A child's image of his/her future role as a parent and/or homemaker has important implications for his/her career development.

IM a. Talk with your child concerning the type of parent he/she would like to become, realizing that success in home roles is foundational to successful occupational choice and performance. Help him/her to refine and develop those characteristics and skills necessary to successful parenting and/or homemaking.

I b. Seek to become a good model yourself, including expressing your own feelings; withholding judgment until all facts are in; taking pride in your work both at home and away. Talk positively about the things you do and the goals you have for personal improvement. Discuss problems facing you as a parent/homemaker in the light of how they present challenges. Talk about problems you have overcome and about knowledge and skills needed by persons who expect to be successful as parent/homemaker.

*Self-awareness (SA) refers to the knowledge of self that will enable an individual to make career decisions.

SA includes the following abilities:

—to relate one's interests, aptitudes, and achievement to the realization of one's career aspirations

—to understand and accept uniqueness of self, and past and future change

—to understand the relation of self to values

—to understand the importance of self-goals based on self-knowledge

The outcome of self-awareness is <u>self-identity</u>.

DECISION MAKING*

1. Decision-making ability, learned in part through having opportunities for making decisions, is essential to the career development of a child.

PIM a. Although you may be inclined to make decisions for your child, provide many opportunities for him/her to choose a course of action, given reasonable limits and "supervised liberty."

PIM b. Take time on these occasions--the more the better--to point out and teach him/her to identify various alternatives and possible/probable consequences of each before making a decision. For example, if the topic is use of your child's allowance, three possible questions to be considered are:

(1) Should I spend it all now?
(2) Should I spend some, save some?
(3) Should I spend nothing now and shop around?

After discussing alternatives such as these, let your child make the decision.

2. Since basic attitudes concerning earning and spending money are formed in the home during the elementary years, this topic provides many opportunities for learning about the decision-making process, as well as economics.

IM a. A family should involve its members in making some decisions, particularly those affecting all or most members--trips, major purchases, voluntary moves, where to go for dinner, etc. Members should look at the importance of all alternative choices supporting reasons and information as well as their order of importance as they seek to make a decision.

PIM b. Discuss with your child and let him/her observe, whenever possible, the decision-making processes concerning money and other matters in government, voluntary organizations, and at work, especially in those areas in which you are personally involved.

3. There are many reasons behind any person's decisions--real or imagined liabilities or capabilities, values and views, information (or lack of information), experiences, fears, likes or dislikes. Understanding these will help a child in understanding his/her own and other's decision-making actions.

IM a. Discuss with your child decisions about to be made, as well as those already made to discover how they are/were influenced by these factors. Some illustrations of typical questions are:

(1) Did you decide to join the team because you thought you were strong enough or because you knew we wanted you to join it?

(2) Did you choose not to go on the canoe trip because you were afraid, because you were unable to row with your sore arm, or because you don't enjoy canoeing?

I b. As occasions arise, note and discuss the consequences of decisions made without the decision-making process, such as on the basis of fear or for other reasons. Analyze how the result could have been much better had the decision been made differently and on a more sound basis.

4. Simulated experiences, such as games, can also be helpful as motivational and developmental tools for young people.

PI a. Purchase and use games such as "Careers" as a means for helping your child to look at career and educational options, consider alternatives, and make decisions (even wrong ones) without suffering loss of time, energy, and money, as would result from real decisions made in error.

PIM b. Other games, such as checkers, chess, and monopoly enable your child to develop habits of looking at alternatives and their consequences as necessary to decision making. Play these and other types of games with your child.

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*Decision Making (DM) refers to the skill of applying one's knowledge to a rational process of career choice.

DM includes the following abilities:

--to relate career goals to the process of making career decisions

--to identify, gather, and apply information

--to identify and select alternatives, and to use them in making decisions

The outcome of decision making is career decisions.

ECONOMIC AWARENESS*

1. A child needs to develop an awareness that all the goods and services available to him/her are possible only through the cooperative efforts of many workers.

PIM a. Use questions which arise naturally to explain the necessity of work and the cooperation of many persons. Typical questions include: Where do we get our bread? How does the store get its vegetables and fruits? Assist your child in finding the information in books or by asking the right person(s). Also try to stimulate thinking by answering questions with questions, such as: What do you think? How do you think we could find the answer?

PI b. Increase your child's knowledge of marketing and distribution by (1) taking him/her to the grocery store (watch unloading of products, restocking, etc.); (2) using trips to play games, such as counting trucks of certain types, locating particular types of billboards, etc.; and (3) discussing television advertising.

PIM c. As the moments of interest come, discuss with your child the importance of the cooperative efforts of public servants and others to the operation of the home. For example, utilities workers, law officers, letter carriers, and others are all working for us.

PI d. As opportunities arise, follow the interest of, or arouse interest in, your child for viewing an entire process, such as manufacturing (from raw materials to store) or farming (farm to table). Note the many roles people fill and the cooperation necessary for these processes.

2. A child needs hands-on work experience with business and work projects to aid in his/her career development. The home work place is an ideal environment for setting up small business enterprises or creating work projects to develop needed or wanted items.

IM a. Small home-operated businesses can be effective in increasing a child's awareness of the business world. Assist your child by supporting his/her interest in engaging in businesses such as: newspaper route, lawn cutting, childcare, door-to-door selling, lemonade stand, etc.

IM b. Family projects in which a child has a part (from planning stage to finished product) are important activities toward understanding and appreciating the final product. Follow up on recent requests from your child or be alert for others which will be made in order to provide such experiences.

3. An important part of economic awareness is the child's experience with an understanding of the uses of money and related topics, such as comparison shopping, budgeting, checking and saving, credit, and insurance.

IM a. Parents can aid their child by openly discussing money as a medium of exchange, providing allowances, and when possible and desirable, enabling him/her to earn money by working extra at home and in the neighborhood. Look for many opportunities for discussing these topics and making application to your child's life.

PI b. A child's questions about why he/she can or cannot have money from parents provide excellent opportunities for informing him/her about the family budget and the many uses which are made of the money earned by the parents. Consider converting your weekly income to dollars (or other denominations) and, then, showing your child how much goes for each expense (utilities, house, insurance, car, etc.).

4. Children need an awareness of the impact of occupational choice on their personal economics and, hence, on their lifestyle. They need to know lifestyle is limited by income limits.

IM a. Use car trips, visits, etc., to show your child how people with varying types of jobs live--both in economics of time and effort, as well as money. He/she should be assisted in understanding that many high paying jobs are extremely demanding in many factors such as time, stress, and separation from friends and family. On the other hand, he/she should see that lower paying jobs may have some of these features, but may be more or less desirable, depending on the values held by the person.

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*Economic Awareness (EcA) refers to the perception of the relationship of the economic process in the environment to one's life career decisions.

EcA includes the following abilities:

--to relate one's career roles to one's life style and personal economics

--to recognize the social and economic benefits of careers

--to recognize non-occupational means of acquiring wealth

The outcome of economic awareness is <u>economic understanding</u>.

EDUCATIONAL AWARENESS*

1. A major factor in assuring a child's desire to achieve is a clear understanding that it is realistically possible to reach his/her educational or vocational goal.

IM a. Talk with your child about occupational areas of interest to him/her. Discuss the opportunities at varying levels of training, e.g. in the health field: doctor, physician assistant, nurse, lab technician, teacher, medical secretary, orderly. Whenever possible, arrange for your child to work in a job as volunteer and/or talk with one or more of them to provide awareness of the careers and their educational requirements.

IM b. If you or someone you know has advanced by education and/or experience in a field of interest to your child, discuss this with him/her as a means for showing how people reach their occupational goals. Discuss other routes for reaching one's educational goal(s), e.g. continuous schooling via loans and scholarships, night school, on-the-job training, and correspondence courses.

IM c. Secure current literature from your public library, school, or from professional organizations about areas of interest to your child. Discuss educational requirements as a means for making him/her aware of the necessity of education for reaching an occupational goal. This information should be related to your child's own interests and successes in school.

2. During the tentative or exploration stage of career development (age 15 and beyond) students become increasingly aware of occupations in greater detail, such as educational requirements and opportunities for further learning and advancement.

IM a. If your child has expressed some interest in one or more occupational areas or a specific career, assist him/her in obtaining detailed information from school counselors, occupational specialists, librarians, and from these persons known and, preferably, respected by your child.

IM b. Begin a self-learning program by reading these and other materials as a source of current information for sharing with your child at appropriate times. Call or visit your public library to locate lists of professional organizations offering free occupational information.

I c. If your child is uncertain of his/her interests for any number of reasons, arrange to meet with the school counselor or occupational specialist to discuss interest inventories and aptitude tests available (also, the appropriate time when a child should take each--this is very important). Be aware that interests often change with time. Other possible sources of information on tests and inventories are local psychologists and The American Personnel and Guidance Association, Washington, D.C.

3. Parents can influence their child by being models of learning people and, thereby, reinforcing the work and study habits learned at school.

IM a. Help your child relate his/her school learnings to your job(s) (paid and nonpaid). Capitalize on homework activities and questions raised by your child by using as examples things you do or by looking up information in encyclopedias or other books.

IM b. Parents who take correspondence courses, night courses, or read at home to increase knowledge, are teaching their children the importance of education to career. At suitable times, discuss some of these learnings with your child. Discuss pictures, diagrams, and models of things and ideas you are studying.

4. With jobs changing rapidly as they are, continued learning is of increasing importance to the career development process.

IM a. Assist your child by sharing examples of interesting things you have learned on the job--new discoveries, inventions, new materials, and processes. Likewise, make a regular habit of encouraging your child to talk about his/her discoveries, activities, etc., at school, at play, and in part-time jobs.

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*Educational Awareness (EdA) refers to the perception of the relationship of education to one's careers and life roles.

EdA refers to the following abilities:

--to understand that learning occurs both in and out of school

--to recognize that different careers need different kinds of educational preparation

--to recognize education as a primary means for achieving life goals

The outcome of educational awareness is <u>educational identity</u>.

SKILLS AND COMPETENCIES*

1. In the home, the first workplace known by the child, interpersonal relationships, including the ability to communicate effectively, must be developed as a basis for getting along with others in one's career.

I a. Teach your child methods for avoiding power struggles by both using and teaching methods for resolving conflict. For example, some good techniques are: compromise, using the opinion of a disinterested party, or role playing** to gain insight into the views of the other side.

I b. Communications skills, so necessary to effective human relations, can be taught within the home. For example, teach your child to listen carefully, ask questions for clarity, and repeat his/her interpretation of the communication. Your child can learn most effectively by seeing these types of behaviors in practice daily in the home.

IM c. Learning to listen for and follow directions, necessary aspects of communications, are basic to employability in all careers. Teach these skills by giving your child opportunities for assembling models, cooking from recipes, giving directions orally and following oral directions given by others.

IM d. Freely admit to your child when you realize that you have used poor or incorrect judgment in a situation, resulting in problems for him/her and other persons. Being a model in this way will teach your child to practice this behavior also.

2. Learning to work under authority, basic to employability, begins in the home setting.

IM a. Your child should be given opportunities for supervising and being supervised, both by you and by peers. Seek opportunities for assigning, on a rotating basis, work responsibilities, e.g. cleaning, yard work, etc. Discussions should be intermingled during which priase, as well as constructive criticism, are encouraged.

IM b. Discuss, as opportunities arise, the different types of authority necessary to our society, such as parental authority, laws affecting the family, particularly your child, and laws affecting business.

**Role Playing. Providing an opportunity for acting out the experiences of another person and/or demonstrating possible solutions to a conflict situation.

*Skills and Competencies (S&C) refer to the social and communication skills appropriate to career placement.

S&C include the following abilities:

—the ability to understand the implications of working in independent, team, and supervised situations

—to relate one's interest and aptitude information to occupations

—basic work habits and attitudes necessary for entering occupations of one's interest

The outcome of skills and competencies is <u>career placement</u>.

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